

## **CHERAW INTERMEDIATE**

421 Chesterfield Highway  
Cheraw, South Carolina 29520

**GRADES** 3-5 Elementary School

**ENROLLMENT** 639 Students

**PRINCIPAL** Mark Robertson 843-921-1030

**SUPERINTENDENT** John E. Williams, PhD 843-623-2175

**BOARD CHAIR** Jerry D. Holley 843-334-8420

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	52	44	1	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No

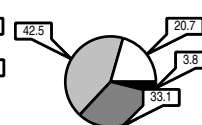
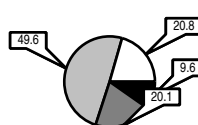
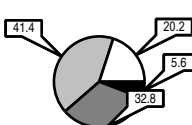
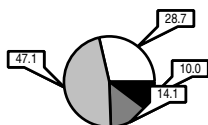
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	639	99.5	20.2	41.5	32.8	5.6	47.7	Yes	Yes
<b>Gender</b>									
Male	332	99.4	25.9	42.6	27.4	4.1	42.0		
Female	307	99.7	14.0	40.3	38.6	7.2	53.9		
<b>Racial/Ethnic Group</b>									
White	290	99.7	13.3	37.8	39.9	9.0	59.4	Yes	Yes
African-American	339	99.4	26.1	44.7	27.0	2.2	37.3	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	529	99.6	14.4	42.1	37.0	6.5	54.5		
Disabled	110	99.1	48.1	38.5	12.5	1.0	14.4	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	639	99.5	20.2	41.5	32.8	5.6	47.7		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	638	99.5	20.0	41.5	32.8	5.6	47.8		
<b>Socio-Economic Status</b>									
Subsidized meals	418	99.5	25.7	46.1	25.7	2.5	37.2	Yes	Yes
Full-pay meals	221	99.6	9.6	32.5	46.4	11.5	67.9		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	639	99.5	29.0	47.0	14.1	10.0	39.1	Yes	Yes
<b>Gender</b>									
Male	332	99.1	30.6	44.5	13.6	11.4	37.5		
Female	307	100.0	27.2	49.7	14.6	8.5	40.8		
<b>Racial/Ethnic Group</b>									
White	290	99.7	18.3	45.0	18.0	18.7	54.3	Yes	Yes
African-American	339	99.4	38.1	49.2	10.5	2.2	25.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	529	99.8	21.5	49.7	16.8	12.0	46.5		
Disabled	110	98.2	65.4	33.7	1.0	0.0	2.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	639	99.5	29.0	47.0	14.1	10.0	39.1		
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	638	99.5	28.9	47.0	14.1	10.0	39.2		
<b>Socio-Economic Status</b>									
Subsidized meals	418	99.8	37.8	49.8	9.0	3.5	25.6	Yes	Yes
Full-pay meals	221	99.1	12.0	41.6	23.9	22.5	65.1		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	214	99.1	17.3	41.1	35.1	6.4	41.6
	<b>Grade 4</b>	226	99.6	30.9	40.6	25.8	2.8	28.6
	<b>Grade 5</b>	218	99.1	38.5	44.7	16.3	0.5	16.8
	<b>Grade 6</b>	234	98.7	43.9	38.3	15.0	2.8	17.8
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	200	99.0	12.8	33.3	41.0	12.8	53.8
	<b>Grade 4</b>	212	100.0	20.7	46.6	29.8	2.9	32.7
	<b>Grade 5</b>	228	99.6	25.9	48.7	24.1	1.3	25.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	214	99.5	22.7	48.8	18.7	9.9	28.6
	<b>Grade 4</b>	226	100.0	30.4	48.8	11.5	9.2	20.7
	<b>Grade 5</b>	218	99.5	35.2	46.7	13.3	4.8	18.1
	<b>Grade 6</b>	234	98.3	36.0	39.7	15.4	8.9	24.3
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	200	99.5	22.4	54.1	14.8	8.7	23.5
	<b>Grade 4</b>	212	100.0	26.0	51.0	11.5	11.5	23.1
	<b>Grade 5</b>	228	99.1	38.6	37.2	14.3	9.9	24.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 639)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	1.6%	Down from 3.4%	3.0%	2.7%
Attendance rate	96.0%	Up from 93.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.3%		5.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.1%		4.0%	3.5%
Eligible for gifted and talented	15.3%	Down from 15.7%	13.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.8%	Down from 16.1%	9.5%	8.2%
Older than usual for grade	1.3%	Up from 1.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	60.9%	Up from 49.1%	50.0%	51.4%
Continuing contract teachers	93.5%	Up from 89.5%	89.4%	87.5%
Highly qualified teachers**	92.7%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	2.2%		0.0%	0.0%
Teachers returning from previous year	86.5%	Down from 89.3%	86.5%	86.7%
Teacher attendance rate	94.9%	Down from 98.3%	94.5%	94.9%
Average teacher salary	\$40,825	Up 3.8%	\$40,255	\$40,760
Prof. development days/teacher	9.7 days	Down from 13.2 days	12.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 3.0	3.5	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 16.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 91.4%	89.5%	90.0%
Dollars spent per pupil*	\$5,123	Up 4.5%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	66.0%	Down from 71.0%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 96.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	98.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Cheraw Intermediate School has completed a highly successful 2003-2004 school year. Our school motto, "Ensuring Success For Every Student" makes a statement about who we are and what we believe. We expect each student to be successful academically, socially, and emotionally. Students come first at our school.

Each subject area at CIS incorporates the writing process and students are finding writing fun. We have many budding authors. CIS has done an exceptional job laying the foundation to become an Exemplary Writing School. We are excited and pleased with our progress.

We are proud that CIS was named a School of Promise school during the 2003-2004 school year. This initiative seeks to provide students with the following five fundamental resources: 1. Mentoring - Caring and connectedness within and beyond the family. 2. Protection - Being physically and emotionally safe. 3. Nurturing - A healthy start for a healthy future. 4. Preparation - Marketable skills through an effective education. 5. Service - Opportunity to serve. We are glad to know that CIS is doing an exceptional job in these areas, and we look forward to providing our students with additional strategies from the School of Promise initiative.

CIS students earned over 48,000 Accelerated Reader (AR) points during the 2003-2004 school year. This is a new record for our school! A big thank you goes out to our students, teachers, and parents for supporting our AR program!

Our PTO is a wonderful group, and they are very supportive of our school. Our PTO completed several projects during the 2003-2004 school year for us: Our nature trail, two outdoor learning centers located in the back of our school, televisions purchased and brackets installed, water fountains installed, and trophies and plaques purchased for end-of-year awards for students.

To conclude, CIS is a school on the move! It is through the united efforts of students, teachers, parents, and community that CIS can become a GOOD-GOOD rated school. Thank you for a fantastic 2003-2004 school year!

Mark Robertson, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	189	127
Percent satisfied with learning environment	90.5%	87.2%	85.8%
Percent satisfied with social and physical environment	87.8%	83.8%	86.5%
Percent satisfied with home-school relations	78.0%	91.4%	69.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.